Appendix C: Library Technology Plan

Jamestown School Lawn Avenue
Library Technology Plans 2005-2010

The mission of the Jamestown School Lawn Avenue Library Media Center is to ensure that students and staff are effective users of ideas and information*. This mission is accomplished:

- By providing intellectual and physical access to materials in all formats, and by integrating information technology into the library throughout the curriculum.

- By providing students with the intellectual and workplace skills demanded in the 21st Century by providing universal access to technology, including by not limited to the use of computers, online catalogs, desktop applications, scanners, computers and software and the recognition of intellectual property rights and through teaching information literacy skills.

- By providing instruction to foster competence and stimulate interest in reading, viewing and using information and ideas

- By working with other educators to design learning strategies to meet the needs of individual students.

Goal 1 – To provide intellectual access to information through learning activities that are integrated into the curriculum and that help students achieve information literacy by developing effective cognitive strategies for selecting, retrieving, analyzing, evaluating, synthesizing, creating and communicating information in all formats and in all content areas of the curriculum.

Objective A: – A variety of media formats will be available to students in as many curriculum related subject areas as possible. Instructional units will be created in collaboration with teachers that directly relate to the curriculum.

Activities for Implementation:
In fall of 2005, the Jamestown School Department received ArcGis 9.0 software for the computer lab from the Conservation Agency of Jamestown, Rhode Island. The purpose of the software is for students to participate in the Narragansett Bay Coyote Study. Students will use the software to determine the answer to questions such as:

- How many coyotes are there?
- Are the populations stable or growing?
- What resources are they using?
- What are the best management strategies for coyote populations?

Additionally, the study will allow students to learn skills such as data collection and organization, use of spread sheets, GIS mapping and integrate the Coyote Study Curricula as proposed by the Narragansett Bay Coyote Study during scheduled library visits.

Timeline: January 2006-June 2007

Goal II – To provide physical access to information through:

> a.   A carefully selected and systematically organized collection of diverse learning resources that represent a wide range of subjects, levels of difficulty & formats;

> b.   A systematic procedure for acquiring information and materials from outside the library media center and the school through such mechanisms as electronic networks, interlibrary loan, and cooperative agreements with other information agencies; and instruction in using a range of equipment for accessing local and remote information in any format.

> **Objective A:** – The library media center's collection will be as diverse in subjects, levels of difficulty and formats as funding permits and be evaluated continuously in an effort to reach this objective.

> **Objective B :**– A listing of websites will be compiled that relate to curriculum areas and that have been thoroughly checked and evaluated by the library media specialist to ensure that they are suitable for students and/or staff. These sources will be disseminated through the library web page, newsletters and pathfinders.

> **Objective C:** – Instruction in using a range of equipment for accessing local and remote information in any format will be incorporated into instructional units wherever appropriate

Activities for Implementation:
Evaluate the collection to determine any curriculum needs that aren't currently being met, especially new or updated curriculum areas.

Choose at least one curriculum area per grade level to begin a file of websites suitable for both students' and teachers' information needs.

Teach 5th grade students how to do powerpoint, and incorporate the use of print and non-print reference and searching the internet for information and images as required by the assignment.

Timeline: 2006-2008

Goal III - To provide learning experiences that encourage students and others to become discriminating users and skilled creators of information through comprehensive instruction related to the full range of communications media and technology**.**

        Objective A: – Within instructional units, special attention will be given to the evaluation component so that students are continuously comparing and contrasting information sources.

        Objective B: – During the school year, students will be given the opportunity to create a project using their original literature and artwork. Use of computers, alphasmarts, digital cameras, etc. will be integrated into the project.

        Objective C: - The library media center will acquire and/or house assistive technology services and resources to provide all students with learning disabilities equal access to the general curriculum and equal access to information.

Activities for Implementation:
As part of instructional units, students will be given the opportunity to create print and non-print projects. original book covers, on line reviews, use of digital cameras and computer software, alphasmarts will be incorporated into lessons. Projects can be done individually or in groups depending on the nature of the project.

The library media specialist will contact TechACCESS of Rhode Island to participate in the Schools Project for Assistive Technology, The Assistive Technology Initiative of the Rhode Island Department of Education, Office of Special Needs.

Timeline: 2006-2008

Goal IV – To provide leadership, collaboration, and assistance to teachers and others in applying principals of instructional design to the use of instructional and information technology for learning.

        Objective A: – The LMS will bring to the attention of staff information helpful to their instructional units and their professional interests.

        Objective B: – The LMS will connect with each teacher in the school on collaborative project, whether on an instructional unit, a creative program or sharing of information.

Activities for Implementation:
The school has acquired a site license for Dreamweaver so that teachers can create their own page, with information, homework, e-mail and links to websites germane to their curriculum and grade. The LMS participated in the professional development offering, and will help staff to create or update their pages. The LMS will upgrade the Library website, update, add and delete sites and make the site more professional and user friendly.

When it is published, Macromedia Dreamweaver 8 for Windows and Macintosh : Visual QuickStart Guide will be purchased for the reference collection.

Inform staff of new acquisitions via bulletin, memo, e-mail or exhibit.
Design a new curriculum piece with one teacher from one grade level that incorporates technology in a meaningful way into the lesson plan.

Timeline: 2006-2008

Goal V – To provide resources and activities that contribute to lifelong learning while accommodating a wide range of differences in teaching and learning styles, methods, interests and capacities.

Objective A: – Provide a broad range of resources in a variety of formats that will appeal to students of various learning styles (such as activities that incorporate some multiple intelligences.)

Objective B: – Incorporate a variety of activities into instructional units and library programs that will stimulate students of many types and ages.

Activities for Implementation:
Library media specialist shall become familiar with and use Co Writer, Write Out Loud and other software and incorporate such use into media lessons.

Re-evaluate some lessons to see if they are weighted to one learning style, and try to incorporate other multiple intelligences into lessons so that the student's learning needs are being addressed.

Timeline: 2006-2008

Goal VI – To provide a program that functions as the information center of the school, both through offering a locus for integrated and interdisciplinary learning activities within the school and through offering access to a full range of information for learning beyond this locus.

Objective A: – Students will become aware of the wide variety of information available and by the time they leave middle school school, will have a thorough knowledge of how to access information beyond the library media center's collection.

Objective B: – to bring members of the educational and commercial community into the classroom to broaden the scope of their learning and inform them about their community and beyond.

Activities for Implementation:
Continue as a member of RILINK to allow staff and students to use all the resources offered by membership.

Provide access 24/7 to students by continuing to use Worldbookonline to solve their information needs both at school and at home.

Introduce staff and students to our newest database, EBSCOHOST. This periodical database offers connections for staff to professional development journals, ERIC, and other diverse professional and educational resources. EBSCOHOST will fulfill the needs of the 6th-8th grade students who need to seek information from journals, newspapers and other media as required by assignments from their middle school teachers.

Goal VII – To provide resources and activities for learning that represent a diversity of experiences, opinions, and social and cultural perspectives and to support the concept that intellectual freedom and access to information are perquisite to effective and responsible citizenship in a democracy.

> **Objective A:** – The library media center's collection will reflect a diversity of experiences, opinions, and social and cultural perspectives so that on any topic related to the curriculum, there is an opportunity to compare and contrast sources. The LMS will evaluate the collection on an ongoing basis in an effort to attain such diversity.

> **Objective B:** – Activities in instructional units will incorporate a diversity of experiences, opinions and social and cultural perspectives whenever possible.

Activities for Implementation:
Raytheon is offering to send Women Scientists to speak to the girls in the middle school and help create an interest in the students so that they may consider pursuing a career in the "hard" sciences. Raytheon will also send a display of books (and has provided a useful science bibliography, some of which the library already owns and some titles which may be interesting to purchase) for display in either the Media Center or perhaps the Robotics room where the Tech Educator may integrate them into her lesson plans. Research the best of multicultural books and periodicals using reference books and professional journals, and purchase them for the library.

Create an instructional unit focusing on diversity. Black History Month and Women's History month would be a good place to start.

Timeline: 2006-2010

Goal VIII – To create a partnership between the school and public library, which benefits both students, staff and parents.

Objective A: – To create within the school library curriculum a program wherein students will gain a deeper understanding of what the public library and the public librarian can offer them while in the school setting.

Objective B: – Public and school librarian will collaboratively plan activities that will benefit the students and parents of our community.

Activities for Implementation:
Write a grant for an author visit to be shared between school and the public library. The author will visit the school during the afternoon, and then be available for a book signing at the public library. Host a technology night in the fall at the school, presented by both librarians so that parents can explore and learn how to use the school webpage reference links and the public library databases. Prior use and exposure, and the ability to question both librarians will enable the parents to effectively help their children with school assignments.

Have the public librarian visit the media center in both schools to give book talks to the students K-8.

Post the library calendar and special activities sponsored by the Jamestown Philomenian Library in the school media center. Before engaging in a lesson, bring the calendar and activities to the attention of the children.

Keep applications to get a CLAN card at both media centers.

Timeline: 2006 and ongoing

EVALUATION OF ACTIVITIES FOR IMPLEMENTATION

1. Were all the plans of action implemented?

2. If not, which ones weren't and why?

3. What problems were encountered?

4. What strategies were most effective?

5. What would I change?

6. What would others like to see changed?

YEARLY EVALUATION SHEET

1. Is the mission of the library media center the same? Are we fulfilling our mission? What examples illustrate that?

2. Are our goals and objectives the same? Are they being met? Should we be more ambitious as to what we can accomplish in the next year?

3. Do the roles of Library Media Specialist continue to be that of Teacher, Information Specialist and Instructional Consultant? What new needs of the curriculum need to be addressed?

4. Is the selection policy a useful and up-to-date document? Should new formats and their criteria for selection be included? Should the procedure and form for reconsideration of materials be changed?

5. Do all the procedures remain the same? With the addition of new technologies, what has changed and should be reflected in the manual?

Budget: the attached budget reflects the monies allotted to the libraries for purchase of books, reference materials, periodicals, videos, CD-ROMs, repairs, library supplies and equipment purchase and repairs. The software, computers, mobile labs, scanners, alphasmarts, assistive technology devices, computer lab furniture, LCD projectors, digital cameras and maintenance of the inter and intranet, among other items, are part of the technology department budget. The library and the technology department often work together deciding on purchases for the school; the monies for the purchases come from the technology department's line items and is not included in the attached budget.

2005 – this year I received an additional $200 per library from the PTO. I have no hard copy to show, just hard cash, which must be accounted for by receipts and given to the PTO for review. The ArcGIS software donated to the school by the Conservation Agency would have cost us $3,500.00 to purchase.

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Information Power:Guidelines for School Library Media Programs (1988), p.1. Cited from *Information Power: Building Partnerships for Learning*, (1998) p.7.